

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



St John's Regional College, DANDENONG



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Contact Details

ADDRESS	5-11 Caroline Street Dandenong VIC 3175
PRINCIPAL	Tim Hogan
PARISH PRIEST	Fr Brendan Lane
SCHOOL BOARD CHAIR	Kellie Walden
TELEPHONE	(03) 8793 2000
EMAIL	principal@sjrc.vic.edu.au
WEBSITE	www.sjrc.vic.edu.au
E NUMBER	E1213

Minimum Standards Attestation

I, Tim Hogan attest that St John's Regional College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

16 June 2020

Our College Vision

We at St John's Regional College are a contemporary Catholic community placing at our heart our students and their learning outcomes through personalised learning and a culture of performance and development.

St John's Regional College is a Catholic co-educational secondary school established by the local parish priests in collaboration with the De La Salle Brothers and the Presentation Sisters. Their vision and work in educating young people in the rich heritage of the Catholic tradition are both enduring and inspiring.

St John's Regional College welcomes and celebrates the diversity of cultures, gifts and talents which enriches the school and marks its unique identity. It values co-education in preparing young people to be active citizens in our wider community.

Staff at St John's Regional College endorse Catholic beliefs and practices and are committed to excellence in teaching. In partnership with parents, staff engage students in learning as a lifelong process. In realising their individual potential, students will be encouraged to develop a sense of responsibility for their own learning.

Students at St John's Regional College will strive for self-worth and respect for others, will act justly, will confront social issues and contribute to community life.

As a faith community, we will nurture each other's growth in the values lived by Jesus Christ.

College Overview

At St John's Regional College, we embrace over 50 years of history, the rich Catholic traditions of the Presentation Sisters, De La Salle Brothers and our local parishes, as we shape learning to reflect 21st Century innovation.

We are an inclusive and diverse Catholic Community representing over 100 nationalities and many faiths. Our diversity is found in our students and staff and also in the education of our students. Teachers partner with parents and students to provide the best educational pathway for each individual. We strive to help St John's students become strong and resilient, compassionate and caring young men and women.

A fundamental element of our diversity is that we are a co-educational school; we spend our days learning and living with girls and boys, women and men. We do so harmoniously, cooperatively, collaboratively and with great success.

The priorities of our work over the next 4 years of our school improvement plan will be:

To strengthen the Catholic identity of the college in the context of a diverse community; Through the fostering of a strong professional learning culture, based on a shared vision, consultative and collaborative practices, strong teamwork, openness and trust. By improving student learning and wellbeing outcomes through personalised, effective and stimulating learning, that builds student ownership, engagement, involvement and achievement.

Principal's Report

Key Decisions, Events & Achievements

2019 was a year of review for St John's Regional College, focusing on the requirements of the Victorian Registration and Qualifications Authority for secondary registration and in consultation with the Catholic Education Office reflecting on the achievements of the School Implementation Plan 2015-2018.

In May of 2019, St John's Regional College at the conclusion of the independent review process successfully met all the standards imposed by the Victorian Registration and Qualifications Authority for its registration as a Secondary school in Victoria.

During the months of May through to August, staff at St John's worked with CEM School Improvement Reviewer Mr Malcom Joseph and CEM Principal Consultant Ms Teresa Lincoln to review the schools achievement against the goals and objectives of the 2015-2018 SIP. From the recommendations of the review and in consultation with all staff a new SIP 2020-2023 and Annual Action was developed for September to November 2019.

The following key decisions, events and achievements reflect a summary of the work of our College Board, Staff and students as outlined in our Annual Development Plan for 2019:

1. Stage 1A of the Masterplan: Administration Refurbishment was completed in March 2019. Landscaping of the entrance to the new administration was completed in September 2019. Total costs of Stage 1A were \$2.1m
2. Stage 1B of the Masterplan : Sports Precinct Redevelopment went to tender in March 2019 and was awarded to Turf One Constructions at a cost of \$2.7m. Due to the heavy winter conditions construction of the Sports Precinct commenced in September 2019 with an estimated completion date of March 2020.
3. Stage 2 of the Masterplan – A proposal for Junior STEM Centre was developed as a capital grant application and submitted to the Victorian Government as part of the 2019-20 Non-Government Schools Capital Fund. St John's Regional College was successful in its capital grant application and was awarded \$3m for its Junior STEM project in December of 2019.
4. Building staff capacity with our Learning Management System, SEQTA, continued to be a focus in 2019. PD sessions were held regularly with Staff to enhance capacity to deliver online courses, materials and assessments to students.
5. In November of 2019, the fifth group of students and staff embarked on the St John's Regional College Cambodian immersion program. This continues to be a significant outreach program for the College with curriculum links established to the Social Justice program.
6. Based on successful trials of Project Based Learning through the College Café Project in 2018, 2019 saw a major review of the Year 9 Curriculum in line with the College Vision for learning.
7. The Consultative Committee review of POL Leadership in 2019 identified the need for an ICT Learning Systems Leader at St John's. This position was created with a tenure of 4 years and a POL3 Allowance and will commence in the 2020 school year.
8. The continuation of the Administration restructure in 2019 saw the appointment of the Daily Organiser as a non-teacher, outsourcing of the timetabling function to an independent consultant and the reduction in Canteen Assistants as the College Café was launched as an educational program. A fulltime marketing officer was appointed in 2019.
9. A whole school approach to literacy was initiated to ensure that curriculum planning, documentation and assessment task design reflected the explicit teaching of Literacy across all subject areas. A number of General Staff meetings and Learning Team Meetings were used to embed this approach to Whole School Literacy and the building of staff capacity to explicitly teach literacy components in their subjects in 2019.
10. A successful application for a Place Based Partnerships to Support School Engagement and Completion Initiative was made in December of 2019. The Department of Education awarded \$50,000 for a range of initiatives and programs for the 2020 school year including:
 - Tutoring Program – Afterschool Tutoring Program presented by ex-students
 - Holiday Program Soccer clinics presented by ex-students for Primary and Secondary School students
 - Young Leaders Development Program presented by ex-students now at University to develop the leadership skills and capacity for all student's Year 7-12.
 - Afterschool Sports Program facilitated by Ex-students to develop teamwork, fitness, discipline, and sporting skills.

Education in Faith

Goals & Intended Outcomes

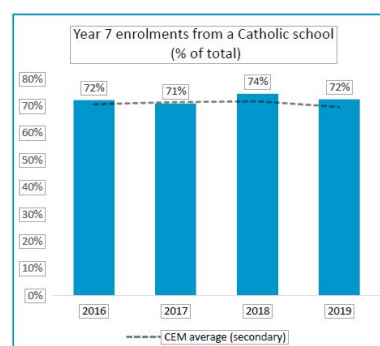
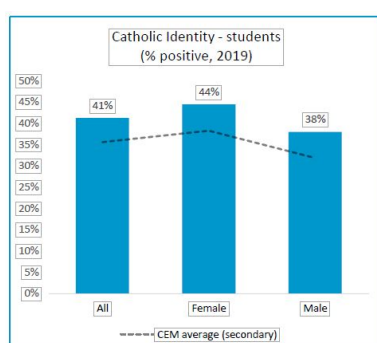
- Ensure St John's Regional College's vision for Catholic identity is lived in all that we do
- That understanding of the vision and membership of a Catholic community is articulated and demonstrated by all members of the St John's community.
- Students and Staff will consistently model faith-based values with/for each other
- Students and Staff will make a clear link between their House and the scripture it refers.
- Students and Staff will be engaged in activities that instil in them the values expressed in the vision.
- Students and staff will engage in School based Social Justice Programmes
- Students, staff and broader community develop further an understanding and implementation of ECSI
- Students and staff engage more profoundly in the prayer and liturgical life of the College

Achievements

- Education in Faith is imbedded in many programs that occur at St John's Regional College. This is most evident in the Religious Education Curriculum and Prayer Life of the College. Supporting the more formal Education in Faith activities is the variety of experiences provided for staff and students listed below in the "value added" section of this report. In 2019 the College adopted the theme: "One Heart, One Commitment, One Life". This theme honoured the tercentenary of St Jean Baptiste De La Salle and formed the focus of the College's celebrations and the community's daily interaction.
- In 2019 the College celebrated the tercentenary of St Jean Baptiste De La Salle and all celebrations, prayer, liturgy and publications reflected our annual focus on the 300-year anniversary of the death of the La Sallian Founder.
- Eucharist, the source and summit of the Church's prayer life, is offered weekly and celebrated with the entire community on our special feast days.
- Through the College theme for 2019, students and staff were reconnected with the Church's Social Justice Teachings and were able to connect the gospel values of love and compassion, through mercy, to their work and to their relationships.
- The MAD day initiatives, Lasallian and Presentation Young Leaders groups and the Social Justice group provide real example of Faith in Action. The work with Cornerstone, Vinnies and Christmas Hamper drive are some of the many examples where students have demonstrated their faith through tangible action.
- A group of staff and students travelled to Pothum, Cambodia, for the sixth Coolies for Cambodia project. These students and staff again volunteered their time to the Lasallian School in Pothum, working with the students on basic English language skills through art, music, sport and rote learning. This group of young men and women certainly made their mark undertaking Coolies as an alternative to the Schoolies celebrations that often accompany the formal end of schooling for Year 12 students. 2019 saw the continuation of the process of connecting the Coolies experience more so with the Church's Social Justice Teaching through the preparation of the students and regular debrief and prayerful responses to their shared experience.

VALUE ADDED

- Appointment of two Ministry Captains (Year 12) and six Middle Year Leaders – Ministry Captains (Years 9 or 10)
- Daily Prayer in morning Homeroom
- House Assembly Opening Prayer – weekly
- Opening College Eucharist and Induction of Student Leaders
- Easter Liturgy
- Founders Day Eucharist
- Celebration of the Feast of the Assumption combined with MAD Day
- Year 12 Graduation Eucharist
- Friday Morning Eucharist
- Celebration of the Sacrament of Reconciliation
- End of Year Eucharistic Celebrations for Years 7-11
- Year 7 and 8 Eucharistic celebrations
- ANZAC Day Service
- Christmas Hamper Appeal
- Vinnies Fashion Parade and Clothes collection
- Year 12 Retreat
- Year 11 Reflection Day
- Year 9 Immersion Social Justice Day
- Year 7 and Year 8 Retreat Days
- Breakfast Club
- Lasallian Foundation Presentations
- Wellsprings for Women Presentations
- Wellsprings for Women visitations – Year 12
- Lasallian Young Leaders Program – Collaroy, N.S.W.
- Lasallian Youth Camp (School Holidays), Mentone
- Lasallian Teachers Induction Program
- Wellbeing for Staff – Staff PD Day
- Professional Learning Teams Accreditation to Teach in a Catholic School programs
- Faith Development and Youth Ministry Activities
- Social Justice Initiatives
- Cambodian Immersion
- De La Salle Brother regular visits to the College and R.E. classrooms
- The inaugural Sr Margaret Bellesini Staff Award
- Relatively strong Catholic Identity regarding all students and Year 7 enrolments from a Catholic School, as indicated by Catholic enrolment data and CEMSIS data compared to the CEM average for the same type of school, as indicated below:



Learning & Teaching

Goals & Intended Outcomes

At St John's our key goal was to nurture and grow a learning culture of high expectations and excellence in which all students can experience success.

Our intended outcomes for the year were that:

- Multiple forms of data are generated and utilised to inform learning and teaching for all students.
- That review and development of the Learning Vision at the College is reflected in new curriculum initiatives.
- There is a shared understanding of Visible Learning components, and that these are incorporated into learning and teaching processes.
- Students' learning outcomes will improve in terms of Learning Growth from Years 7-10, VCE results and VCAL outcomes.

Achievements

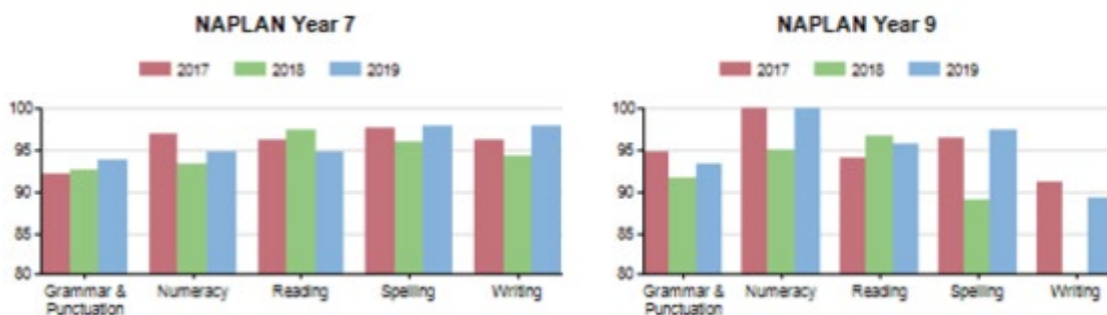
- Consistent emphasis on the enhancement of student learning outcomes. In particular, the focus on teachers working in staff teams was emphasised in the meeting structures within the College.
- Staff undertook Literacy Professional Learning throughout the year. This focused on literacy support mechanisms to be incorporated into any subject. Items such as glossaries and scaffolds were developed by teachers to support student learning.
- The College successfully implemented the first year of the College Café Project. All year 9 students spent 2 weeks taking part in the project. This project enabled students to spend 4 periods a day in the Café, preparing the bread items or fresh-cooked meals, working within the café itself, or undertaking barista training. The response of the students to the project has been very positive, with student feedback showing excellent engagement by students. The transference of knowledge attained within the classroom program
- The implementation of project-based learning as part of an intensive Year 9 immersion program occurred in a variety of integrated learning tasks. Students did work in groups and were responsible for all aspects of the project completion. The emphasis on 21st Century learning skills was extensive.
- The work of the Curriculum Development Team continued. In response to the successes of the Café Project and the Year 9 Immersion Program, the team worked on developing four key projects that would become part of the curriculum in 2020 for Year 9 students. These interdisciplinary projects focused on different learning areas and included a STEM project, a Humanities Hunger Pains Project, Journey, which emphasises refugee stories and Outdoor World which linked to recreation and Health and Physical Education.
- The former staffroom began the transition to being the Year 9 Learning Centre, with it set up for use during the immersion.
- Many Year 10 and 11 students took advantage of the opportunity to undertake an accelerated VCE unit.

- VCAL students continued to be involved in a variety of projects within and outside of the College.
- 70% of the Year 12 cohort went onto further study, while 21% went into the workforce or gained an apprenticeship on completion of their studies.
- The Whole School Literacy Committee was very active, implementing some specific professional learning for staff that saw a shared approach to vocabulary learning within a subject.
- Planning for a STEM-based learning program and Centre for Year 7 and 8 students continued in 2019. The school was notified late in 2019 that it had been successful in securing a grant for the STEM building.
- College NAPLAN results indicate significant growth in four areas.
- The implementation of Notebook computers continued, with the ICT Committee recommending and then introducing notebooks for Year 7 students in 2020. This begins the phasing out of the iPad as a learning tool.

STUDENT LEARNING OUTCOMES

The 2018 to 2019 NAPLAN results for the Year 9 cohort show clear gains across four of the areas. Student achievement improved dramatically in the area of spelling, with an increase on 8.5%. The increase of 9.3% for Writing indicates the impact of classroom-based programs focusing on literacy attainment. Numeracy results also showed a significant gain of 4.9% with 100% of the cohort meeting the minimum standard. A small drop of .8% occurred in the area of Reading. This provides a direction for action in the future. The Cars and Stars program has an emphasis on reading and will be continued at the College. The number of students attaining the National Minimum Standards rose in all NAPLAN areas other than Reading.

The College had a VCE completion rate of 99%. Our VCAL students had a success rate of 74%, which reflects our commitment to enabling the students to complete the Certificate at the level best suited to them. Some Year 12 students gain TAFE access at the end of Year 12 with an Intermediate Certificate.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	92.2	92.6	0.4	93.7	1.1
YR 07 Numeracy	96.9	93.2	-3.7	94.8	1.6
YR 07 Reading	96.2	97.5	1.3	94.8	-2.7
YR 07 Spelling	97.7	95.9	-1.8	97.9	2.0
YR 07 Writing	96.1	94.2	-1.9	97.9	3.7
YR 09 Grammar & Punctuation	94.7	91.7	-3.0	93.2	1.5
YR 09 Numeracy	100.0	95.1	-4.9	100.0	4.9
YR 09 Reading	94.0	96.6	2.6	95.8	-0.8
YR 09 Spelling	96.5	89.0	-7.5	97.5	8.5
YR 09 Writing	91.2	80.0	-11.2	89.3	9.3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.6
Year 9 Numeracy	586.7
Year 9 Reading	583.7
Year 9 Spelling	594.8
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	25
VCE Completion Rate	99%
VCAL Completion Rate	74%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	49.0%
TAFE / VET	21.0%
Apprenticeship / Traineeship	6.0%
Deferred	8.0%
Employment	15.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	2.0%

Student Wellbeing

Goals & Intended Outcomes

Empower all students to be successful independent learners

- Learning progress and pathway conversations between Learning Mentors and students
- Learning Mentors and Students review Term and Semester Reports and set goals for future actions
- Communication and information flow and management centred through Learning Mentors
- Use of SEQTA as a means of Learning Mentors, Students and Families being in contact and supporting the learning of students
- Learning Mentors as initial facilitators of wellbeing and pastoral needs
- Learning Mentors supported through Restorative Practices, professional development and ongoing coaching
- Restorative Practices Conversations between Learning Mentors and students to ensure understanding of what went wrong and means to repair damaged relationships
- Resilience Project key ideas built into Student Planner to be used in daily activities as well as forming part of the whole school Pastoral Program
- Use of key words and themes such as Mindfulness, Gratitude and Empathy to ensure an ongoing inclusion of the program

Achievements

At St John's we know a lot about how young people flourish, progress and achieve success in learning and in life. We understand that all student outcomes are inextricably linked. Students with higher levels of wellbeing achieve better in their learning and students who are engaged in their learning, tend to have stronger wellbeing. St John's embraces this, and this year we have identified a number of initiatives explicitly aimed at strengthening the learning and wellbeing of our students:

1. Student Voice
2. Visible Learning Collaborative Impact Project
3. That the wellbeing of all students is enhanced.
4. That there is a shared understanding of learning.
5. That the relationship between a positive learning environment and improved student outcomes will be understood and enacted.
6. That staff are provided the opportunities to build their professional capacity to link student wellbeing and independent engaged student learning.
7. To further develop the role of the home room teacher as a learning mentor
8. The ongoing support of Child Safety and Protect protocols

These initiatives helped to guide the great work done every day by our wellbeing and learning teams to assist our students to achieve strong outcomes; whether in subject classes, in Homerooms and Houses, or in the support offered by our specialised teams in mental health counselling, learning support, and careers counselling.

Student Wellbeing at St John's is supported most effectively through the House system. Over their six year learning journey at St John's, students are in the same House, and most have the same House Leader and Learning Mentor; our vertical pastoral model creates a close "family" for students within the wider family of our school community. Our students are known, connected and belong.

Pastoral learning occurs within Houses and Homerooms, and includes curriculum on:

- Anti-bullying and digital citizenship
- Resilience Building
- Mindfulness
- Emotional self-regulation
- Helpful Thinking and Self-Talk
- Resolving Conflict
- Respectful Relationships
- Healthy Body Image
- Balanced Lifestyle: Healthy Mind, Healthy Body
- Safe Partying
- Driver Education
- Legal Rights and Responsibilities
- Social Justice
- Goal setting
- Study skills
- Team building activities and physical activities for mental health



VALUE ADDED**In 2019 some of the College activities included:**

- Faith development and Youth Ministry activities
- Social Justice initiatives
- Student Leadership
- Coolies for Cambodia
- SIS Sporting Competitions, public speaking, theatre sports, music, debating and chess
- SIS Art and Technology Exhibition
- SIS MasterChef
- House Sport Carnivals – Aquatics / Athletics & Cross Country
- Intra-House lunchtime activities and competitions
- House Weeks activities and celebrations
- Year 12 Retreats
- Year 7 Orientation Camps
- Year 9 Immersion program
- Year 9 Camp
- Breakfast Club
- Year 11 Social
- Year 11 Presentation Ball
- Homework Club
- Stella Awards recognising student excellence
- St John's Day celebrations with all Melbourne Lasallian schools involved
- MAD Day fundraising and Social Justice
- Futsal competitions
- Australian Mathematics, Science, and English competitions
- Dante Alighieri poetry competition
- Book Week speakers and activities
- Pastoral Care and Personal Development presentations and guest speakers
- Futures Expo
- Private Music Tuition
- Music Concert Nights and Drama Evenings
- College Band
- College Choir
- Casey Mentor Breakfast

STUDENT SATISFACTION

Year Levels 7-12 Gender Female Year 2019

Reporting Area	Focus of Question	2019 Yr7	2019 AN	2019 Yr8	2019 AN	2019 Yr9	2019 AN	2019 Yr10	2019 AN	2019 Yr11	2019 AN	2019 Yr12	2019 AN
PROTECTED (continued)													
Learning Engagement	read for fun	56	43	39	39	39	35	40	31	8	30	42	31
	try hard at school	91	88	94	84	90	80	88	81	84	80	91	82
	care about my school	76	81	73	73	67	69	79	72	68	74	78	76
	do my homework	91	82	84	76	65	71	74	70	84	73	78	78
	enjoy learning new things at school	79	74	65	69	61	66	60	70	36	74	64	79
	have fun at school	.	71	.	59	.	56	.	56	.	57	.	62
RESPECTED													
Positive Attitude	feel good about myself	59	64	51	56	45	51	40	46	40	51	42	54
	can come up with ways to solve problems	82	81	76	80	78	79	81	82	80	83	78	86
	past experiences will help me in the future	88	80	82	81	82	80	79	83	88	85	87	89
	know that I can find a way to solve the problem	79	82	80	82	84	81	86	84	92	83	84	88
Positive Values	able to trust other people	71	65	57	62	45	58	51	58	60	59	47	67
	am trustworthy	91	94	84	93	88	93	95	93	84	94	98	93
	forgive others who are mean to me	65	63	49	61	51	61	65	59	64	60	44	63
	forgive myself when I mess up	56	61	49	54	39	49	47	48	48	50	51	52
	take responsibility for my actions	85	85	90	84	76	84	88	86	92	88	87	89
	think it is important to help other people	91	93	86	93	92	93	95	93	96	94	93	95
Positive Contribution	given useful jobs at school	68	52	55	43	33	38	37	39	36	41	49	44
	involved in at least one extra-curricular	59	80	69	78	35	76	49	74	52	67	24	63
	give my time to help others	74	76	61	74	61	71	72	71	68	71	69	73
Reporting Area	Focus of Question	2019 Yr7	2019 AN	2019 Yr8	2019 AN	2019 Yr9	2019 AN	2019 Yr10	2019 AN	2019 Yr11	2019 AN	2019 Yr12	2019 AN
PROTECTED													
Safety	feel safe at home	88	91	82	91	92	91	93	91	92	91	93	93
	feel safe at school	79	83	55	80	67	79	56	83	76	86	76	90
	feel safe in the area where I live	76	88	76	87	78	87	74	86	72	88	82	91
	school gives students clear rules	79	81	65	73	69	72	56	72	56	77	62	74
	school enforces rules fairly	79	73	55	59	59	53	37	52	28	54	44	53
	not bullied at school	97	89	98	89	98	90	98	92	100	93	96	94
	no bullied online	100	95	100	95	98	95	98	95	100	97	100	97
	not texting online between 10pm/midnight and 6am	65	73	49	65	61	60	35	55	16	57	40	58
Healthy Body	eat well to stay well	65	84	63	79	43	74	53	73	56	70	42	69
	get at least 8 hours of sleep most nights	50	68	55	62	43	53	37	46	16	43	36	40
	keep physically fit	68	80	59	74	37	67	42	64	52	57	18	52
Healthy Mind	not feeling nervous, anxious, or on edge	82	68	78	63	84	58	72	52	56	51	64	49
	able to control worrying	88	72	78	67	78	62	72	58	72	56	62	55
	not feeling down, depressed, or hopeless	85	79	76	74	63	71	67	66	72	66	62	68
	take interest or pleasure in doing things	74	78	84	75	65	73	77	70	80	71	64	71
	not having trouble sleeping or sleeping too much	76	62	67	59	61	58	56	53	32	56	38	52
	no poor appetite, weight loss or overeating	.	81	.	76	.	73	.	69	.	68	.	64
	not feeling tired or low on energy	.	68	.	60	.	53	.	44	.	43	.	36
	no trouble concentrating	85	80	86	73	69	67	81	63	64	60	78	56
	not avoiding thinking or doing anything about problems	82	72	90	72	73	72	84	70	88	70	73	69
	not wishing problems go away or be over with	.	37	.	38	.	37	.	37	.	39	.	37
	not criticising self for what is happening	71	63	83	58	69	51	67	49	83	46	76	49
	not spending more time alone	.	69	.	63	.	57	.	53	.	52	.	51

Australian Norm							
Least favourable				Most favourable			
Legend:	< -15%	-15% < -10%	-10% < -5%	-5% < 0%	0% < 5%	5% < 10%	10% < 15%
Highlight colours show the % difference between your data and our Australia wide comparative data							

Year Levels 7-12 Gender Male Year 2019

Reporting Area	Focus of Question	2019 Yr7	2019 AN	2019 Yr8	2019 AN	2019 Yr9	2019 AN	2019 Yr10	2019 AN	2019 Yr11	2019 AN	2019 Yr12	2019 AN
PROTECTED (continued)													
Learning Engagement	read for fun	32	35	33	27	29	24	14	21	21	23	30	22
	try hard at school	92	84	93	75	83	70	92	68	87	68	86	66
	care about my school	80	75	74	67	77	62	65	62	67	65	70	62
	do my homework	82	74	74	64	77	58	70	52	69	59	59	61
	enjoy learning new things at school	78	72	80	67	67	65	65	65	56	72	65	71
	have fun at school	-	69	-	60	-	58	-	58	-	60	-	60
RESPECTED													
Positive Attitude	feel good about myself	62	79	67	74	58	73	70	69	74	67	62	69
	can come up with ways to solve problems	88	85	91	84	92	86	92	85	79	87	78	87
	past experiences will help me in the future	82	84	87	84	88	84	92	84	82	85	84	86
	know that I can find a way to solve the problem	88	85	96	84	90	83	86	85	82	86	86	86
Positive Values	able to trust other people	64	74	76	70	58	69	68	65	49	68	65	69
	am trustworthy	92	88	89	88	85	88	89	89	79	90	86	90
	forgive others who are mean to me	60	62	67	60	65	58	62	57	46	61	73	66
	forgive myself when I mess up	62	66	65	62	54	61	70	59	59	58	51	56
	take responsibility for my actions	80	81	91	80	67	80	81	83	79	86	86	84
	think it is important to help other people	88	89	87	86	81	85	78	86	77	87	86	88
Positive Contribution	given useful jobs at school	46	52	43	45	35	42	46	41	44	43	46	44
	involved in at least one extra-curricular	60	80	59	77	54	76	46	73	51	70	46	66
	give my time to help others	60	67	57	62	54	61	54	60	44	61	57	65
Reporting Area	Focus of Question	2019 Yr7	2019 AN	2019 Yr8	2019 AN	2019 Yr9	2019 AN	2019 Yr10	2019 AN	2019 Yr11	2019 AN	2019 Yr12	2019 AN
PROTECTED													
Safety	feel safe at home	86	92	93	91	94	91	84	91	87	92	86	91
	feel safe at school	74	80	76	79	71	76	78	78	69	84	76	87
	feel safe in the area where I live	74	86	78	85	79	85	81	84	59	85	54	87
	school gives students clear rules	88	80	70	73	54	69	73	67	56	71	76	71
	school enforces rules fairly	78	74	63	60	56	55	62	52	36	56	43	51
	not bullied at school	92	86	93	87	96	85	92	87	92	88	95	85
	no bullied online	96	95	98	94	100	93	92	93	92	93	95	89
	not texting online between 10pm/midnight and 6am	66	76	54	70	60	62	43	59	41	57	32	56
Healthy Body	eat well to stay well	74	86	72	84	56	81	62	77	59	77	65	72
	get at least 8 hours of sleep most nights	64	72	67	66	60	61	65	53	41	49	38	39
	keep physically fit	66	79	74	77	56	75	62	70	54	69	73	66
Healthy Mind	not feeling nervous, anxious, or on edge	80	79	83	76	79	73	89	72	77	68	76	66
	able to control worrying	80	81	83	80	79	78	70	76	85	74	70	71
	not feeling down, depressed, or hopeless	76	85	89	82	90	82	78	79	85	76	59	75
	take interest or pleasure in doing things	64	79	76	77	75	77	62	74	69	72	70	72
	not having trouble sleeping or sleeping too much	76	70	70	70	77	70	70	67	59	65	65	64
	no poor appetite, weight loss or overeating	-	87	-	85	-	84	-	83	-	79	-	79
	not feeling tired or low on energy	-	76	-	73	-	71	-	65	-	62	-	58
	no trouble concentrating	86	83	76	79	92	78	81	72	79	68	76	67
	not avoiding thinking or doing anything about problems	90	68	76	68	75	68	81	67	85	70	84	70
	not wishing problems go away or be over with	-	46	-	48	-	50	-	50	-	52	-	48
	not criticising self for what is happening	88	72	89	67	79	65	86	61	79	58	76	54
	not spending more time alone	-	73	-	67	-	63	-	58	-	55	-	53

Australian Norm							
Least favourable				Most favourable			
Legend:	< -15%	-15% < -10%	-10% < -5%	-5% < 0%	0% < 5%	5% < 10%	10% < 15%
Highlight colours show the % difference between your data and our Australia wide comparative data							

STUDENT ATTENDANCE

The College follows up with roll marking for every class that runs. At the end of period 2 all parents of students who have an unexplained absence according to the rolls were contacted by SMS through SEQTA Direct Messaging.

Expectations for student attendance are placed in the College Newsletter at the start of each semester to show parents the importance of attendance and also of informing the College when students will be absent.

The College highlights the expectation of no more than 5 unexplained absences or the need to contact both the CEM and the Department of Education and Training (DET) to inform them of the situation. Parents of student with unexplained absences are also included in SEQTA messages and followed up by letters generated by Learning Mentors so that they can explain absences.

Any extended absence is discussed with parents and students given concerns over truancy or possible school refusal, continued absences are supported by the Every Day Counts program initiated by the CEM. Where necessary the College supports families with internal and external help regarding school refusal and possible mental health or general wellbeing concerns.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y07		90.8
Y08		90.8
Y09		86.7
Y10		83.8
Overall average attendance		88.0

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	84.5%

Child Safe Standards

Goals and Intended Outcomes

St John's Regional College is committed to being a Child Safe School:

- where all children are protected
- where proactive measures are taken to ensure child safety
- all members of our College Community have the information and the support to report any safety concerns, confident that they will be responded to promptly and according to the Child Safe standards.

Throughout the 2019 school year, St John's Regional College developed and implemented through our Pastoral Program and Teacher Training strategies in all seven of the following child safe standards in order to embed a stronger culture of child safety at the College.

Standard 1 - Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Standard 2 - A Child Safe Policy or statement of commitment to child safety

Standard 3 – A Code of Conduct that establishes clear expectations for appropriate behaviour with children

Standard 4 – Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

Standard 5 – Processes for responding to and reporting suspected child abuse

Standard 6 - Strategies to identify and reduce or remove risks of child abuse

Standard 7 – Strategies to promote the participation and empowerment of children

Achievements

The following strategies were implemented in 2019 to assist in embedding a culture of Child Safety at St John's:

Child Protection Training Program Modules 1-9 provided by Complispace are undertaken by all staff in the annual training cycle and central records of this are maintained. This training includes:

- Annual engagement with the Child Safety policy and Code of Conduct
- Induction training of new staff & volunteers in child safety policies & procedures

All mandated staff completed the Mandatory Reporting eLearning Module from the Department of Education Cycle as part of the annual training cycle

Annual training on Reportable Conduct and role of Commission for Young People was implemented by the Deputy Principal in Charge of Student Wellbeing

The Senior Leadership Team and College Board review and maintained the Child Safety Risk Register as a regular standing agenda item

Ongoing advertising and recruitment throughout 2019 reflected Child Safety standards.

Excursions and camps reviewed and assessed for risks in relation to Child Safety.

Visitor register includes sign in process and awareness of our Code of Conduct and Child Safety.

Audit of school facilities and masterplans to ensure Child Safety visibility.

Pastoral Programs were conducted to raise awareness of Child Safety standards, College procedures and child safety personnel for all students.

Leadership & Management

Goals & Intended Outcomes

The 2015-2018 School Improvement Plan provided the following goal for the Mission Direction of Leadership & Management: To grow and sustain a staff culture that is characterised by shared vision, a commitment to excellence, a strong sense of teamwork and a focus on continuous improvement.

The following intended outcomes were identified from this goal in the AAP of 2019:

- Roles within our POL & Organisational Structure are clear and understood
- Coaching is embedded within the framework of Our Visible Learning Agenda
- Expectations for Accountability are understood and exercised by all members of Leadership
- Effective teams are prioritised and developed in our organisational structure
- Staff Wellbeing is considered in appropriate decision-making processes and forums

Achievements

The following strategies were implemented in 2019 to achieve our Leadership and Management Goal of a staff culture that is characterised by shared vision, a commitment to excellence, a strong sense of teamwork and a focus on continuous improvement:

In 2019 all position descriptions were updated and made accessible on the school portal

The Consultative Committee met in each term of the school year with a regular focus in the agenda on issues of role clarity and staff wellbeing.

All Coaching POL holders engaged in Professional Development on Visible learning to assist with embedding a Whole School Approach to Visible learning.

As part of the Professional Learning Plan for 2019 all POL holders engaged in professional development with a focus on building skills in crucial conversations and developing clearly defined processes and systems of accountability.

All House teams & Learning Area teams were allocated regular team meeting times to enhance team building and align team meetings to the AAP goals.

Staff Working Parties were established to provide opportunities for all staff to connect with the major goals of the AAP. Working parties in 2019 were created to review our Behaviour Management policies and the Year 7 & 8 Curriculum.

Regular feedback to the College Board by staff was established via the Staff Representative on the College Board. This involved the presentation of a summary of staff responses by the Staff Representative to each College Board Meeting.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

2019 Chief Supervisors & Examination Centre Webinar	
2019 Mobile Devise Showcase	
2019 VCE Mini Conference	
ACMI - Pairing the Queen and Ranson	
Advent Formation Sessions	
Asthma First Aid for School Staff	
Audit of Year 7 - 9 RE Subjects	
Australian Schools Copyright Collection	
Body Esteem Educator Training	
Budget 2020	
Calming the Emotional Storm	
Career Practitioner Day	
Catholic Development Network Conference 2019	
Catholic Network VCE Literature	
Catholic Social Teaching	
CEMSIS Data	
Child & Adolescent Anxiety - Be You Essentials	
Child Safety & Compliance	
Community Surf Lifesaving Certificate	
Complispace - Mandatory Reporting	
Contact Officer Training (Anti-Harassment & Bullying)	
CPR First Aid Renewal Course	
Creating a Reading Culture in Schools	

Critical Incident Training	
CSSS Conference - Engage Emerge & Evolve	
CSYMA Teacher Information Session	
Dandenong Valley Careers and Education	
Developing Reading of Texts and Voice in Writing	
DigiCon - DLTV Conference	
EAL in the mainstream classroom	
Early Intervention School Refusal Training	
English Graduate Teacher's Day Out	
English Literacy Network Meeting	
Essential Grammar & Punctuation for Teachers	
Evacuation Drill & Coaching	
First Aid Level 2	
Food Studies Teachers Toolkit	
Fringe Benefit Tax Seminar	
Gippsland Longest Lunch	
GSM: VCE Results	
Healthy eating information session	
Hospitality & Kitchen Operations Conference	
How to run a Successful School Production	
Introduction to RE Curriculum Framework	
Introduction to VEX Robotics	
Kodaly - Music Education Secondary Level 1	
LABCON 2019	
Langham Hotel Visit	

Learning Diversity Leaders Zone Meeting	
Marketing That Works Seminar - CEM	
MPOWER Girl Training Session	
NCCD - Engaged Learning & Curriculum	
NCCD Full Day Briefing	
Pathways & Subject Selection	
Peaceful Parents	
Positive Schools - Mental Health & Wellbeing Conference	
Quality Assurance VCAL Foundation PDS	
RE Curriculum Frameworks	
Reading & Comparing: The Queen & Ransom	
Renewal of RE Curriculum	
Reporting 2020	
Respectful Relationships Workshop #1	
RMIT Careers Advisers Seminar	
S.A.T Professional Learning Session	
Safe Use of Machinery for Technology Teaching	
School Based Assessment workshops - Further Maths	
Secondary RE: Leaders Network Day 1	
Secondary Students Education, Wellbeing & Pathways	
SEQTA - Supporting Learning and Wellbeing	
SEQTA Community Roadshow - Victoria	
Sick Bay Policy & Procedure, Careers Advice	
SIF - 4 Year Plan	
SIF Review & AAP Preparation	

SIF Review Feedback on Rubric	
SIF Rubric & Parent Student Teacher Interviews	
SIF Workshop	
SIS Public Speaking Coordinators Meeting	
South Eastern VET Cluster Coordinators Meeting	
Southern Curriculum Leader's Network	
Southern Region Learning & Teaching Leaders Forum	
Southern Region Network Meeting	
Southern Zone LD Leaders Meeting	
Stage 2 VCAL Quality Assurance	
Student Data and SEQTA	
Student Welfare, Student Wellbeing Management and Pastoral Care Policy	
Studio Arts S.A.T Moderation Session	
SWL Portal Training for VET	
Teacher visitation to Primary Schools	
Teachers Toolkit ' Food Studies'	
Teaching VCE History 2020	
Tercentenary Year - Combined Lasallian Formation Day	
The Behaviour Ambulance	
The Journey to Modern IT: The K-12 Education Showcase	
Unlocking the Mysteries of Technical Drawing	
Upgrade TAE40110 to TAE40115	
Using Feedback & Learning Targets to improve student learning	
VAPA - Bastow Institute	
VCE Applied Computing Day	

VCE English Project 2019	
VCE Italian - Working with the new study design	
VCE Maths Sponsorship	
VCE Units 3 & 4 Global Politics - Exam Conference	
VET Teacher PD & Validation	
Viewing in VCE Languages	
VINE / ASBA Event	
Vis Comm Victoria Annual Conference	
Visible Learning & Coaches Group	
Visible Learning Conference	
VTAC Careers Session	
Wellbeing & Pathways from EAL/Refugee Background	
Year 7 RE Frameworks PD	
Zone Meeting for Learning Diversity Leaders	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	68.0
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$844.00
TEACHER SATISFACTION	
<p>Formal Staff Surveys were conducted in 2019 as part of the Catholic Education Melbourne – School Improvement Surveys (CEMSIS) held in term 3.</p> <p>Staff felt a high degree of personal success in their role in the classroom (74%) which was supported by the positive respect they held for their students (77%). Staff also appreciated the opportunity to work in content area teams (87%) to focus on their teaching and learning.</p> <p>Overall, the Catholic Identity of the school was supported strongly by staff with (85%) recognising the extent that respect for the Catholic religion is emphasized by the school.</p> <p>2019 CEMSIS Surveys indicated that the area of Collective Efficacy by staff was an area for future focus. Building the capacity and belief of staff that they can make a difference in student learning.</p>	

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.6%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	85.6%
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TEACHER QUALIFICATIONS

Doctorate	1.4%
Masters	22.9%
Graduate	38.6%
Graduate Certificate	10.0%
Bachelor Degree	88.6%
Advanced Diploma	20.0%
No Qualifications Listed	2.9%

STAFF COMPOSITION

Principal Class (Headcount)	3
Teaching Staff (Headcount)	79
Teaching Staff (FTE)	72.3
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	38.7
Indigenous Teaching Staff (Headcount)	0

College Community

Goals & Intended Outcomes

The 2015-2018 School Improvement Plan provided the following goal for the College Community: Develop a culture that is characterised by parent engagement with their sons' and daughters' learning.

The following intended outcomes were identified from this goal in the AAP of 2019:

- To reconnect our Learning & Pastoral relationships with our Primary Feeder Schools.
- To engage our parents in their children's learning
- To strengthen relationships with our Alumni
- Grow our relationships, connections and partnerships in the local Dandenong community

Achievements

The following strategies were implemented in 2019 to achieve our College Community Goal of a culture that is characterised by parent engagement with their sons' and daughters' learning:

- Programs & activities facilitated with our Primary Feeder Schools
- Primary school visits to St John's with a focus on science experiments in Senior Science Laboratories
- VET Parks & Gardens program. Completion of Primary school gardening projects & maintenance work as part of the VET Parks and Gardens program.
- Primary school students involved in the 2019 SJRC production of the School of Rock.
- CSYMA – Catholic Youth Ministry Senior students participated in primary school retreat days and Mini Vinnies fund raising activities.
- Established a partnership with the Community Support Group (CSG) facilitated by the Dandenong City Council to provide access to counselling resources and parenting programs for community members from culturally and linguistically diverse backgrounds.
- Established a partnership with Wellsprings for Women to provide both facilities and expertise in the running of their women's cooking program. This ongoing partnership resulted in the staging of a highly successful Multicultural Food and Dance night at St John's Graduates Restaurant.

2019 has been a special year of celebration for Lasallian Communities around the world as they gave thanks for the life of St John Baptiste De La Salle on his 300th anniversary. Along with Lasallian schools St Bede's Mentone, De La Salle College Malvern and St James College Bentleigh, St John's Regional College celebrated our common heritage through the following events:

- In April staff from St John's participated in the Asia Pacific Lasallian Educators Conference (APLEC) and the Lasallian Youth Gathering (LYG) held conjointly in Melbourne with over 400 representatives from Asia, Papua New Guinea, New Zealand and Australia.
- On Founders Day in May over 4000 students and staff from the 4 Melbourne Schools came together to celebrate mass and explore the charism of St John Baptiste in a variety of ways through guest speakers, musicians and youth forums.
- In August 2019 over 500 staff members of the 4 schools gathered at St Bede's to reconnect to our Lasallian story. Lead by Lasallian Theologian Br Gerrard Rummery, it was a wonderful opportunity for all present to rediscover the very deep sense of purpose that working in Lasallian schools with young people brings.

VALUE ADDED

In 2019 students were involved in the following curricular and extra-curricular activities:

- Southern Independent School Association Sporting and Cultural events and activities including; Art & Technology Exhibition, Book in a Day, Chess, Debating, Drama/Theatresports, Performing Arts, Public Speaking, Teen Chef, Athletics,
- Swimming and Cross Country.
- Year 12 Retreat Program
- Student Leadership Camp
- Year 9 Camps Program
- Year 7 Orientation Camp
- Senior Students Cambodian Immersion Program
- Camp La Salle
- Year 8 & 11 Retreat Days
- MAD Day
- Faith Development and Youth Ministry Activities
- Year 11 Presentation Ball
- Year 10 Careers – Mock Interviews
- Talent Quest
- Futures Expo

PARENT SATISFACTION

Formal Parent Surveys were conducted in 2019 during the term 3 CEMSIS Surveys.

Parents surveyed identified a strong sense of belonging and connection (74%) to the school by their children and personally felt a positive sense of welcome to the school.

Parents also identified that feedback (77%) via the parent teacher interviews and the online Learning Management System was a positive in helping them understand their child's academic progress.

Parents strongly endorsed the sense of Catholic Identity (90%) present within the school and respect for religious belief in general held by members of the community.

2019 CEMSIS Surveys indicated that the area of family engagement was a specific area for future focus. In particular eliminating barriers such as language which prevent families from connecting to the school community.

Future Directions

The development of the School Improvement Plan for 2020-2023 identified the following areas for focus in 2020:

Completion of Stage 1B of the Masterplan – Sports Precinct

Successful Tender of Stage 2 of the Masterplan – Junior STEM Centre

Commencement of Construction of Stage 2 of the Masterplan – Junior STEM Centre

Refurbishment of the Year 9 Centre

Installation of Solar Power System

Submission of Catholic Capital Grant Application for Stage 3 – Senior STEM and Arts Centre

Create a clear professional learning plan for internal professional development and for identifying which external professional development will be prioritised for all staff (teaching and non-teaching), aligned to the four year school plan.

Establish a shared understanding of leadership and coaching, incorporating our values and beliefs, which leads to a culture of teamwork, openness and trust.

Develop a meeting structure that supports coaching, encourages collaborative practises and develops strong teamwork in order to achieve the goals of our school plan.

All parents will engage with their child's learning.

Increase 2019 percentage of students enrolled from parish schools.

Increase positive interactions with the Parish schools and community groups.

Student learning and wellbeing is driven by authentic student voice, data and positive relationships.

Students are active, resilient and strive for success in the learning process, developing a greater sense of agency

Develop a dialogical Catholic Community.

Build a contemporary Catholic context in student forums.

Relate the Charisms of the Founders to all SJRC community's lives.